



Kirkburton Middle School- Year 7 Catch-Up Premium Report

Purpose

The Department for Education (DfE) provided additional funding for all pupils in Year 7 from 2012 onwards, who achieved below their age related expectations at the end of KS2. This additional funding is to be used by schools/academies to provide literacy and numeracy catch-up support for Year 7 pupils. It is designed to help pupils catch up as quickly as possible. The literacy and numeracy catch-up premium provides schools with an additional money for each Year 7 pupil who did not achieve standard in reading and/or maths at the end of key stage 2. This short report summarises how the previous year's funding was spent and, most importantly, it also provides information on the outcomes of the spending and the improvements made amongst our pupils.

Year 7 Catch Up Premium 2019 - 2020

Number of pupils in Year 7	176
Total amount of Year 7 Catch-Up Premium received	£19,786

Spending of the Year 7 Catch-Up Premium 2018 -2019
Objectives
At Kirkburton Middle School the funding is being used to meet the following aims: <ul style="list-style-type: none">• Support the attainment of those pupils not achieving age related expectations at Key Stage 2.• Aid their progression into Key Stage 3 and beyond.• To raise attainment in reading age.• To raise attainment in reading and writing.• To raise attainment in Maths
Summary of Spending
The school employs 4 HLTAs who are linked to the maths and English departments. A key part of their role is focused around helping the departments to support those pupils who are still working below age related expectations at the end of Year 6. The role of the HLTAs is a made up of a mixture of in class support and small group / 1:1 support. When in class, the HLTAs will often work with those pupils who have made the most progress in order to free up the class teacher to work with those who need the most support. The small group/ 1:1 work is targeted around individual literacy and numeracy needs through specialist led, and time specific, provisions focused on achieving the objectives above.

The school has invested in Lexonik Advance, a systematic literacy programme. Three members of staff have received training in the use of the software and have delivered several 'cycles' to different groups of pupils throughout the year.

The school also uses Word shark and Number shark to support those pupils who are working below age related expectations. These programmes are delivered by the ETA team.

Some of our HLTA time is used to work with small groups on speech and language therapy (SALT) which aims to support those children with speech, language and communication needs in our school.

The school runs the accelerated reader programme for all pupils which supports children with their reading. Part of the costs of this are met by the catch-up funding.

Funding Costs for the academic year 2019 -2020

Lexonik training and Licence – £2100

Word shark and number shark licence – £1200

Accelerated reader contribution - £3707

HLTA support - £12,779

Total costing - £19,786

Outcomes of 2019-2020 spending - English	
English Pupils arriving in Year 7 below the expected standard- Reading	40
Pupils reaching their target by the end of the year - Reading	23
Pupils remaining below their target by the end of the year - Reading	17
English Pupils arriving in Year 7 below the expected standard- Writing	27
Pupils reaching their target by the end of the year – Writing	16
Pupils remaining below their target by the end of the year - Writing	11
How will we improve the attainment of those remaining below their target grade?	
<ul style="list-style-type: none"> • Salford reading test used to identify weakest readers in current year 8 cohort. • Interventions such as Fresh Start will continue to be provided for small groups of pupils who would benefit from this – those who lack key reading skills. • English Department Leader and SENDCO to work together to identify areas of individual need and assign appropriate support for particular pupils – bespoke interventions that meet pupil needs. • Accelerated Reader to be used in a more focused way to provide weaker readers with the opportunity to read material that engages them but also meets their needs. • Support staff/form teacher to have 1:1 reading sessions that encourage discussion/exploration of texts. • Introduce Immersive Reader as a learning tool to help weaker readers and writers access the curriculum. • Teachers to work more closely with HLTAs so that HLTAs have opportunities to lead a whole class activity and teachers have the opportunity to provide small groups of weaker pupils with more focused, quality-first teaching. 	

- SPaG activities are woven throughout SOW to give pupils the opportunity to recap and recall skills that they started learning in year 6 and 7 (metacognition). This is presented in the long/medium term planning for English.
- Ongoing differentiated activities to be embedded into all English schemes of learning – appropriate scaffolds provided to aid all pupils in making progress.
- Teaching strategies/differentiation techniques to be an ongoing part of English departmental meetings. An focus on ensuring teachers are reflective when it comes to their classroom practice and are willing to develop/try out different strategies to meet individual pupil needs.
- Collaboration with Shelley College and Scissett Middle School to identify gaps in learning that can be ‘plugged’ in year 8. This may result in SOW being adapted.
- A robust, high quality remote curriculum that will enable pupils to still make progress whilst in isolation.

Outcomes of 2019-2020 spending - Maths

English Pupils arriving in Year 7 below the expected standard	37
Pupils reaching their target by the end of the year	20
Pupils remaining below their target by the end of the year	17

How will we improve the attainment of those remaining below their target grade?

- All pupils who did not meet the standard at the end of year 7 are all in teaching groups with dedicated HLTA support.
- Staff (including HLTA's) are aware of these pupils and are checking their understanding alongside PP and SEND pupils as a 'first' port of call.
- Nine of the seventeen pupils are in a group with a KS1/2 specialist working on Maths skills.
- The other eight pupils are in mixed ability groups to help 'pull' them along and push themselves to achieve their best.